

## CONSULTATION IS AVAILABLE

If you have concerns about a student, contact UCR's Counseling and Psychological Services staff for consultation.

### SOME OF THE WAYS UCR'S COUNSELING AND PSYCHOLOGICAL SERVICES MIGHT HELP INCLUDE:

1. Assessing the seriousness of the situation
2. Suggesting potential resources
3. Finding the best way to make a referral
4. Clarifying your own feelings about the student and the situation

## UCR'S COUNSELING AND PSYCHOLOGICAL SERVICES

Registered students may use UCR's Counseling and Psychological Services. Students are encouraged to make their own appointments if possible. *Counselors are available Monday – Friday, 8:30 a.m. – 4:30 p.m. for walk-in or phone consultation or crisis assessment. After hours, counselors are available by phone 24 hours per day by calling (951) UCR-TALK or (951) 827-8255.*

During the student's first visit to UCR's Counseling and Psychological Services, information and consent forms will be filled out prior to the initial session. During the first appointment, the therapist will begin to assess the student's needs and determine the most effective way to help. Options may include counseling with Counseling and Psychological Services.

## IN AN EMERGENCY

Try to stay calm. Find someone to stay with the student while calls are made. Notify your supervisor or department head.

For students expressing a direct threat to themselves or others, or who act in a disruptive, a bizarre, or a highly irrational way, call:

### UC Riverside Police

911 or (951) 827-5222 • (24 hours)

- For transportation and/or protection.



### Counseling and Psychological Services

(951) 827-5531 • (8 a.m. – 5 p.m.)

- For walk-in or phone consultation, evaluation, treatment, and referral or 24 hours by phone consultation.

### Student Affairs Case Managers

(951) 827-5000 or (951) 827-9654

Dean of Students Office, 381 Highlander Union Building

- For referrals, linkage, problem-solving, and advocacy to campus community resources.

# UCR Counseling and Psychological Services

## HOURS

Monday through Friday • 8 a.m. – 5 p.m.

## FOR AN APPOINTMENT

Call UCR's Counseling and Psychological Services during regular office hours

(951) UCR-TALK • (951) 827-8255

Or (951) 827-5531

On Campus: 2-TALK (2-8255)

## COUNSELORS ARE ALSO AVAILABLE BY PHONE

### 24-hours Daily

(951) UCR-TALK • (951) 827-8255

Or 951-827-5531

On Campus: 2-TALK (2-8255)

## ADDRESS

UC Riverside Counseling and Psychological Services  
Veitch Student Center, North Wing  
Riverside, CA 92521  
counseling.ucr.edu

Made available by UCR's Counseling and Psychological Services

# Faculty/Staff Guide to Helping Distressed Students



CALL 24-HOURS A DAY:  
**(951) UCR-TALK**  
(951) 827-8255

counseling.ucr.edu

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# UCR Counseling and Psychological Services

Tips for recognizing troubled students.

Information on how to help.

## CRITICAL RESOURCES

### RIVERSIDE HELPLINE 1-800-686-HELP

1-(800) 686-4357 • (24 Hours)

### NATIONAL SUICIDE HOTLINE 1-800-SUICIDE

1-(800) 784-2433 • (24 Hours)

### STUDENT HEALTH SERVICES (951) 827-3031

be well STUDENT HEALTH AND WELLNESS SERVICES

Accredited by

The International Association of Counseling Services, Inc.

BE MENTALLY HEALTHY

BE LESS STRESSED

BE WELL

*Suicide is the 2<sup>nd</sup> leading cause of death in college age students.*

It is especially important that faculty and staff are aware of what can be done to prevent such a tragedy. This brochure will help you become aware of signs of a distressed student, things that you might do to help the student, signs of suicidal ideation, and when and how to make effective referrals for additional help.

## WARNING SIGNS OF SUICIDE

THERE ARE BASICALLY FOUR TYPES OF WARNING SIGNS:

- 1. Situational:** stressful or traumatic experience.
- 2. Depressive:** changes in usual behavior, inability to concentrate, socially withdrawn, easily agitated, crying, sense of worthlessness, appears sad, abusing substances.
- 3. Verbal signs:** direct or indirect; verbally or in written material (e.g., assignments, papers, etc.)
- 4. Behavioral:** giving away possessions, writing suicide note, acquiring means to commit suicide, organizing business and personal matters, suddenly resigning from organizations or clubs.

**Look for a cluster of signs.** A suicidal person who gives warning signs will most often present more than one clue.

## TIPS FOR RECOGNIZING TROUBLED STUDENTS

There are two levels of student distress which, when present over a period of time, suggest that the problems are more than the “normal” ones.

### 1. Ambiguous Dangers/Problems

**Although not disruptive to others in your class, these behaviors may indicate that something is wrong and that help may be needed:**

- Serious grade problems
- Unaccountable change from good to poor performance
- Change from frequent attendance to excessive absences
- Change in pattern of interaction

- Marked change in mood, motor activity, or speech
- Marked change in physical appearance
- Repeated request for special consideration
- New or regularly occurring behavior which pushes the limits and may interfere with class management
- Unusual or exaggerated emotional response

### 2. Imminent Danger/Critical Problems

**These behaviors usually show that the student is in crisis and needs emergency care:**

- Highly disruptive behavior (hostility, aggression, etc.)
- Inability to communicate clearly (garbled, slurred speech, disjointed thoughts)
- Loss of contact with reality (seeing/hearing things that are not there, beliefs or actions at odds with reality)
- Overt suicidal thoughts and gestures (suicide is a current option)
- Homicidal threats

## WHAT YOU CAN DO TO HELP

**RESPONSES TO AMBIGUOUS DANGEROUS BEHAVIOR:**

- Talk to student in private when you both have time.
- Express your concern in non-judgmental terms.
- Listen to the student and repeat the main point of what the student is saying.
- Clarify the costs and the benefits of each option for handling the problem from the student's point of view.
- Respect the student's value system.
- Ask if the student is considering suicide.
- Make appropriate referrals if necessary.
- Inform your manager.
- Make sure the student understands what action is necessary.
- Consult with a mental health professional at UCR's Counseling and Psychological Services.

**RESPONSES TO IMMINENTLY DANGEROUS BEHAVIOR:**

- Stay calm.
- Call 911.
- Call emergency referral on the back of this pamphlet.
- Inform your manager.

[counseling.ucr.edu](http://counseling.ucr.edu)

**RESPONSES TO AMBIGUOUS DANGEROUS BEHAVIOR:**

**DO...**

- Show that you take the student's feelings seriously.
- Let the student know that you want to help.
- Listen attentively and empathize.
- Reassure that with help he/she will recover.
- Stay close until help is available or risk has passed.

**DON'T...**

- Try to shock or challenge the student.
- Analyze the student's motives.
- Become argumentative.
- React with shock or disdain at the student's thoughts and feelings.
- Minimize the student's distress.

## WHEN TO MAKE A REFERRAL

**Even though a student asks you for help with a problem and you are willing to help, there are circumstances when you should suggest other resources:**

- You are not comfortable in handling the situation.
- The help necessary is not your expertise.
- Personality differences may interfere with your ability to help.
- You know the student personally (friend, neighbor, friend of a friend) and think you may not be objective enough to help.
- The student is reluctant to discuss the situation with you.
- You see little progress in the student.
- You feel overwhelmed or pressed for time.

### How to Make a Referral TO THE STUDENT:

- Be frank with the student about the limits of your time, ability, expertise, and/or objectivity.
- Let the student know that you think she/he should get assistance from another source.
- Assure them that many students seek help over the course of their college career.
- Assist the student in choosing the best resource.
- Try to help the student know what to expect if she/he follows through on the referral.

**CONSIDER THESE QUESTIONS BEFORE MAKING THE REFERRAL:**

- What are the appropriate and available resources for the student?
- With whom would the student feel most comfortable?
- Who will make the initial contact, you or the student?

*(continued on back)*

